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DEPARTMENT  
OF  
EDUCATION**

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**CALENDAR OF THE  
PRIMARY SCHOOL SPECIALIST  
CERTIFICATE COURSE**

**(Supplement to Circular 600)**

**500, July, 1965-1955  
Circular 602**



# **CALENDAR OF THE TEACHERS' COLLEGE PRIMARY SCHOOL SPECIALIST CERTIFICATE COURSE**

## **Location and Course**

The Course for the Interim Primary School Specialist Certificate will be given at Toronto Teachers' College, 951 Carlaw Avenue, Toronto 6, Ontario, provided that the number of applicants for the course justifies its establishment.

## **Conditions of Admission**

For admission to the Interim Primary School Specialist Certificate Course, the applicant shall submit with her application,

(a) one of the following:

- (i) an Interim or Permanent Ontario Elementary-School Teacher's Certificate or an Interim or Permanent Ontario First Class Certificate;
- (ii) a certificate that the applicant holds a university degree. This degree must be from a University in the British Commonwealth of Nations and must be approved as to standard and content of courses by the Minister of Education.

(b) a certificate from a competent authority that the applicant is able to sing, read music, and play at sight on the piano. (Required proficiency at the piano is comparable to that expected of a student who has completed Grade VIII at the Royal Conservatory of Music, Toronto. Final decision with regard to a candidate's proficiency in music will be made by the teacher of music at the Teachers' College in the early days of the Course.)



If the applicant has not formerly attended a Teachers' College, she shall also submit:

- (i) a birth certificate or a declaration by a parent or relative or other person cognizant of the fact, stating the place and date of her birth; and
- (ii) a certificate from a clergyman, or other competent authority, that she is of good moral character.

In the case of an applicant who was born outside the Commonwealth of Nations, she shall submit evidence that she is a British subject or a Canadian citizen or has filed a declaration of intention to become a Canadian citizen. (The declaration of intention form may be obtained at any Court of Canadian Citizenship or by writing to Court of Canadian Citizenship, 55 St. Clair Avenue East, Toronto, Ontario.)

## **Tuberculin Test, X-Ray, Medical Examination**

Before final admission to the Course, proof of freedom from active tuberculosis must be established. Arrangements for a tuberculin test, and an x-ray if necessary, will be made at the Teachers' College during the opening days of the Course.

Where during the Course the Principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified medical practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the Principal to notify the teacher-in-training of her exclusion.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the Course is offered and the station nearest the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of \$1 a day from the date the applicant began attendance at the Course until the date she was notified of her exclusion by the Principal.

## **Interview by Selection Committee**

Each applicant, who has not previously attended a Teachers' College, shall be interviewed by a representative of the Toronto Teachers' College Committee of Selection. Applicants should write direct to the Principal of the College as early as possible in the calendar year regarding arrangements for an interview.

## **Application Forms**

An application form for admission to the Primary School Specialist Certificate Course may be obtained from the Principal, Toronto Teachers' College, 951 Carlaw Avenue, Toronto 6, Ontario, after March 1. The completed application form should be returned to the Principal of the Toronto Teachers' College, before July 15th, with certificates of birth, character, and academic standing.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when she reports on opening day.*

An applicant eligible for admission to the Primary School Specialist Course, who holds a Kindergarten Director's Certificate, a Kindergarten-Primary Certificate or a Primary Methods Certificate, may be exempted from attendance during the months of September, October, November and December.

## **Session, Terms, Vacations, Duties of Students, Bursaries, Loans, etc.**

For information regarding the above matters, applicants are referred to Circular 600, *Calendar of the Teachers' Colleges.*



## PROGRAMME OF STUDY

The programme of study for the course leading to the Interim Primary School Specialist Certificate shall be as follows:

- Group I: Educational Psychology; School Management; History of Primary Education; English; Arithmetic; Social Studies; Health; Science; Art; Music; Physical Education.
- Group II: Library Methods; Methods in Religious Education; Religious Instruction.
- Group III: Directed observation and practice teaching in Junior and Senior Kindergartens and Grades 1 and 2 of the elementary schools.

## SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

## FINAL STANDING

The final examination papers in Group I of the course will be prepared by the staff of the Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education. The six final examination papers shall be as follows: Educational Psychology; School Management and History of Primary Education; English; Arithmetic, Social Studies, Health, and Science; Art, Music, and Physical Education; Practical Music.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000. The standing of extra-mural candidates shall be determined by the final examinations in which case the maximum number of marks for each subject shall be 200.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the sessional record and the final examination, she shall be granted an Interim Primary School Specialist Certificate.

A candidate who fails in not more than two of the papers of Group I and who passes in practice teaching may be exempted from further attendance and may complete her standing by passing at one or more future annual examinations the final paper or papers in the subjects in which she has failed.

A candidate who fails in practice teaching, or who passes in practice teaching but fails in three or more of the examination subjects of Group I, may complete her standing by repeating attendance at a subsequent January to June term and by passing in the practice teaching and final examinations of that term. Such a student is advised, however, to repeat the entire session if possible. A candidate who, for any cause, is required to attend another session in whole or in part, shall make application to the Deputy Minister of Education for a card of admission.



## **APPEALS**

Provided that she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of \$2.00 per paper, to the Deputy Minister of Education within two weeks after the announcement of the examination results. This fee will be returned to the candidate if the appeal is sustained.

## **EXTRA-MURAL CANDIDATES**

An extra-mural candidate who plans to write all or certain of the final examinations for the Primary School Specialist Certificate shall apply for permission to do so to the Deputy Minister, Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, before April 15.

An extra-mural candidate who has not previously been admitted to the teaching profession in Ontario is so far as her health status is concerned will be required to establish proof of freedom from active tuberculosis. Arrangements for a tuberculin test, and an x-ray if necessary, will be made either before or during the examination week.

## **PERMANENT CERTIFICATES**

An Interim Primary School Specialist Certificate may be exchanged for a Permanent Primary School Specialist Certificate after completion by the candidate of two years of successful teaching, subsequent to the date of the Interim Certificate, in Junior or Senior Kindergarten or in Grades 1 or 2 of an elementary school. Such successful teaching must be duly certified by the inspector concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario.



# **COURSES OF STUDY**

## **Educational Psychology**

### **Child Study**

Child development as a basis for education; physical, mental, emotional, and social growth of children, exceptional and handicapped children; characteristics and development of good mental health; behaviour problems.

### **General Methodology**

Lesson planning; the learning process; principles of learning; retention of knowledge and skills; formation of desirable habits and attitudes; testing; diagnostic and remedial practices; co-operative learning activities; teaching and classroom experiences.

### **Institute of Child Study**

Lectures, observation and practice at the Institute of Child Study, University of Toronto.

## **School Management**

### **The Ontario School System**

The Department of Education; local administrative units; the board of trustees; the inspector; the principal; the teacher; records and reports; School Acts and Regulations.

### **The School Environment**

Buildings; classrooms; furnishings; equipment and supplies; heating; lighting; ventilation; toilets; handwashing facilities; blackboards; lockers; storage space; display space; floor treatment; playground.

## **School Organization**

Objectives and organization of the Kindergarten and of the Primary Division; classification of pupils; school days and holidays; spring registration; enrolment; daily and general registers; day book; pupils' record cards; report cards; promotion reports; duties of the teacher, pupils, and trustees under the Ontario Public Health Acts and Regulations.

## **Routines**

Management of reception, assembly, free play, health inspection, washroom, cloakroom, luncheon, rest, dismissal, and fire drills.

## **Programme**

Time-tables; planning for the day, the week, the month, and the year; the first day and the first week in school; group activities and enterprises; interest span; play periods; supervision; development of self-direction; special days.

## **The Child**

Health and safety; relations with playmates and school staff; provision for individual differences; case studies of classroom problems.

## **The Teacher**

Personal qualifications; health; certification; appointment, contract, tenure, resignation; dismissal; sick leave; superannuation; relations with trustees, parents, supervisors, staff, and pupils; the Teachers' Federation; professional improvement.

## **Community Relations**

The school and the community; the Home and School Association; agencies concerned with child welfare; parent-teacher conferences.

## **History of Primary Education**

Progress of primary education through the years; contributions of Comenius, Rousseau, Pestalozzi, Froebel, and Montessori; influence of child study on the programme in Kindergarten and Grades 1 and 2.



Development of primary education in Ontario; introduction of the kindergarten; preparation of teachers; kindergarten-primary movement; nursery school; junior kindergarten; unit and grouping plans in Grades 1 and 2; primary curricula and text-books.

## **English**

Reading selections of prose and poetry to young children; conversation; discussion; general and particular vocal responses; picture reading; dramatization; correction of faulty speech; understanding the speech of others; use of a pleasing tone in oral response; growth of vocabulary; influence of environment; preparation for reading; reading readiness; experience records; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; corrective exercises; verse speaking and verse making; story telling; word study; sentence study; paragraph study; letter writing; mechanics; methods of teaching spelling; printing; writing.

## **Arithmetic**

Number knowledge of pupils entering school; opportunities for number experiences in the kindergarten and primary grades; materials of instruction; the objectives of arithmetic instruction in Grades 1 and 2; sequence of topics; methods of teaching; social applications of number; measurement of number achievement.

## **Social Studies**

Socializing experiences in the kindergarten and Grades 1 and 2; desirable social attitudes; acceptable behaviour patterns; scope and objectives of a typical programme in Social Studies in Kindergarten and Grades 1 and 2; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; stories illustrating good family or personal relationships; excursions; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with language, reading, art, etc.

## **Health**

Pre-school medical examination; protection against diphtheria, smallpox, poliomyelitis; emphasis on health related to safety; procedure in case of illness or accident; communicable diseases; objectives of the health instruction in kindergarten and primary grades; scope of a typical programme in each of the kindergarten and Grades 1 and 2; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community.

## **Science**

Development of out-turning interest towards the world around the child; desirable attitude towards nature; studying the growth of living things; recognition of flowers, trees and birds; care of pets; review from the standpoint of pedagogy of topics from a typical course of study in Science for Grades 1 and 2; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

## **Art**

Purpose of the course in art; characteristics of contemporary art education; stages of development in child art; appraisal of children's work; preparing for art activities; materials and media suitable for children; techniques of instruction and supervision; encouraging the creative work of children; professional development of the teacher in guiding child art.

## **Music**

### **Theory**

Simple keyboard harmony; extemporization; transposition; writing of original melodies; basic study of form.



## **Methodology**

Objectives of the music programme in Junior and Senior Kindergarten and in Grades 1 and 2; methods of teaching rote songs; developing the child's singing voice; response to rhythm; remedial work in pitch and rhythm; note values; music phrases; rhythm band; preparation for sequential studies; oral and blackboard dictation; the melody approach to note reading.

## **Supplementary Activities**

Participation in choral music; development of taste and experience; opportunities for conducting and accompanying; suitable programme material; use of school radio broadcasts; listening to music.

## **Physical Education**

Purpose and objectives of the physical education programme; principles of movement; growth and development patterns; rhythmic movement; physical response to music; dramatic play; singing games; use of large and small equipment; activities in the out-of-doors, the gymnasium, the classroom; safety in play.

## **Library Methods**

### **School Library Service**

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; selection and purchase of books; library records.

### **Children's Literature**

Development of children's literature; guiding the child's reading programmes; modern trends in text, illustrations, and format of children's books.

## **Methods in Religious Education**

### **Religious Exercises**

Conducting prayers, hymns, and the National Anthem; speaking of memorized verses; choral reading.

### **Methodology**

Use of the Teachers' Guides; story telling; dramatization; memorization; treatment of typical lesson units; review; correlation with other subjects.

### **Departmental Regulations**

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

## **Religious Guidance**

Religious instruction for students will be provided by local clergymen of the different denominations.



# BOOKS OF REFERENCE

## Arithmetic

- Amoss: *Rhythmic Arithmetic in the Primary School*. Ryerson, 1942.
- Elliott and Hanwell: *Fundamentals of New Mathematics, Book 1, Grades 1 to 6*. Holt, Rinehart & Winston, 1964.
- Grossnickle and Brueckner: *Discovering Meanings in Elementary School Mathematics (Fourth Edition)*. Winston (Holt, Rinehart & Winston), 1963.
- Hollister and Gunderson: *Teaching Arithmetic in Grades 1 and 2*. Heath (Copp Clark), 1954.
- Marks et al: *Teaching Elementary School Mathematics for Understanding (Second Edition)*. McGraw-Hill, 1965.
- McIntyre: *The Teaching of Arithmetic*. Dent, 1957.
- Morton: *Teaching Children Arithmetic*. Silver Burdett (Gage), 1953.
- Shipp and Adams: *Developing Arithmetic Concepts and Skills*. Prentice-Hall, 1964.
- Swenson: *Teaching Arithmetic to Children*. Collier-Macmillan, 1964.

## Art

- Gaitskell: *Children and Their Art*. Harcourt, Brace (Gage), 1958.
- Horne: *Young Artists*. Longmans Canada Ltd., 1961.
- Lowenfeld and Victor: *Creative and Mental Growth (Third Edition)*; *Your Child and His Art*. Collier-Macmillan, 1957, 1954.
- Mattil: *Meaning in Crafts (Second Edition)*. Prentice-Hall, 1965.
- Ontario Department of Education: *Art and Crafts in the Schools of Ontario. (7th Edition)*. Ryerson, 1956. *Art Education in the Kindergarten. (5th Edition)*. Ryerson, 1956. *Art Education for Slow Learners*. Ryerson, 1960. *Children and Their Pictures. (5th Edition)*. Ryerson, 1957.

## Educational Psychology

- Aitken: *Teaching a Child*. Gage, 1957.
- Association for Childhood Education International: (Pamphlets) 1200 15th Street N.W., Washington, D.C.
- Bernard: *Psychology of Learning and Teaching (Second Edition)*. McGraw-Hill, 1965.
- Blatz, Millichamp and Fletcher: *Nursery Education*. Morrow (McLeod), 1935.
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- Breckenridge and Vincent: *Child Development*. W. B. Saunders (McAinsh), 1960.

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- Gans et al: *Teaching Young Children*. World Book Co. (Gage), 1952.
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- Heffernan and Todd: *The Kindergarten Teacher*. Heath, 1960.
- Hildreth: *Readiness for School Beginners*. World Book Co. (Gage), 1950.
- Hume: *Learning and Teaching in the Infant's School*. Longmans, 1952.
- Hurlock: *Child Development*. McGraw-Hill, 1956.
- Ilg and Ames: *Child Behaviour*. Harper (Musson), 1955.
- Jenkins et al: *These Are Your Children (Expanded Edition)*. Scott, Foresman (Gage), 1953.
- Jersild: *Child Psychology*. Prentice-Hall, 1960.
- Kelner: *How to Teach in the Elementary School*. McGraw-Hill, 1958.
- Lambert: *Teaching the Kindergarten Child*. Harcourt, Brace (Gage), 1958.
- Lambert: *Early Childhood Education*. Allyn and Bacon, 1960.
- Martin and Stendler: *Child Behaviour and Development*. Harcourt, Brace (Longmans Canada Ltd.), 1959.
- Saucier: *Theory and Practice in the Elementary School*. Collier-Macmillan, 1951.
- Sheehy: *The Fives and Sixes Go to School*. Holt (Clarke, Irwin), 1954.
- Shipley et al: *A Synthesis of Teaching Method*. McGraw-Hill, 1964.
- Skinner and Harriman: *Child Psychology (Revised Edition)*. Collier-Macmillan, 1957.
- Strang: *Introduction to Child Study*. Collier-Macmillan, 1959.
- Up the Years from One to Six*. Department of Public Printing and Stationery, Ottawa.
- Wills and Stegman: *Living in the Kindergarten*. Follet (Ryerson), 1954.
- Wills and Stegman: *Living in the Primary Grades*. Follet (Ryerson), 1956.

## English

- Abney-Miniace: *This Way to Better Speech*. World Book Co. (Gage), 1940.
- Amoss and DeLaporte: *Training Handicapped Children. (Chapters on Speech Correction)*. Ryerson, 1953.



- Anderson: *Language Skills in Elementary Education*. Collier-Macmillan, 1964.
- Arbuthnot: *Children and Books (Revised Edition)*. Scott, Foresman (Gage), 1964.
- Betts: *Foundations of Reading Instruction*. American Book Co. (Gage), 1954.
- Bond and Wagner: *Teaching the Child to Read (Third Edition)*. Collier-Macmillan, 1960.
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- Conard and Stothers: *How to Teach Print Writing*. Gage, 1950.
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- Ulich: *Three Thousand Years of Educational Wisdom*. Harvard University Press, 1947.

## Music

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- Fenwick: *The New High Road of Song*, 1, 2, 3. Gage, 1954.
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- Fenwick: *Function of Music*. Gage, 1951.
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# Abstracts

Abstracts of the papers presented at the 1954-1955 Annual Meeting of the American Society for the Advancement of Science, held in New York City, December 1-5, 1954.

## Abstracts of Papers

The following abstracts are taken from the proceedings of the 1954-1955 Annual Meeting of the American Society for the Advancement of Science, held in New York City, December 1-5, 1954. The abstracts are arranged in alphabetical order of the authors' names.

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